DOCUMENT RESUME

ED 403 598 CS 215 722

AUTHOR Gomez, Pilar Astor
TITLE Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
PUB DATE 15 Apr 96
NOTE 71p.; M.A. Project, Saint Xavier's University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Bilingual Students; Classroom Techniques; *Computer Assisted Instruction; Grade 5; Intermediate Grades; *Learning Processes; *Literacy; Reading Improvement; Reading Instruction; *Reading Skills; Whole Language Approach; Writing Improvement; Writing Instruction; *Writing Skills; *Writing Workshops
IDENTIFIERS Illinois

ABSTRACT

A study examined a program for advancement of students' literacy to improve their reading and writing skills. Subjects were seven fifth-grade bilingual students in a growing middle class community, located in a suburb of a large midwestern city. The problem of low reading and writing scores was documented in student writing samples, teacher observation, and test scores from the Illinois Goal Assessment Program. Analysis of probable cause data revealed that students' leisure time was not being spent on literacy activities, students' oral language was underdeveloped, at-risk or low income background students had fewer outside experiences, lack of family interaction and literacy modeling at home. Faculty reported a weakness in students' reading and writing skills. Reviews of curricula content and instructional strategies revealed an overemphasis on skilled subjects, not merging the focus of literacy into whole language, and instruction with one emphasis. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of 3 major categories of intervention: a writing workshop in the classroom was established using technology as a tool, the development of cognitive language was addressed, and a whole language environment was created. Results indicated an increase in student writing skills and student motivation to write, which was demonstrated by observation and documented scores. (Contains 12 tables of data and 20 references; appended are a variety of sample forms and assignments.) (Author/CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS

ED 403 598

IMPROVING STUDENTS' WRITING SKILLS THROUGH LANGUAGE AND BACKGROUND DEVELOPMENT AND THE USE OF TECHNOLOGY

by

*Pilar Astor Gomez

Submitted in fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
Field-Based Master's Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P A. Gomez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

CS215722

Action Research Project
Site: Elk Grove, Illinois
Submitted: April 15, 1996

*Teacher
Robert Frost Elementary
Mount Prospect, Illinois

BEST COPY AVAILABLE

SIGNATURE PAGE

This project was approved by

Peter S. Hutton MA MCAT

Advisor

Mary Ellen Schneider MEd

Advisor

Terry Stirling Ph.D.

Dean, School of Education

Abstract

Author: Pilar Astor Gomez Site: Elk Grove Village

Date: April 15, 1996
Title: Improving Student Literacy Skills

This report describes a program for advancement of students' literacy to improve their reading and writing skills. The targeted population consisted of fifth grade bilingual students in a growing, middle class community, located in a suburb of a large Midwestern city. The problem of low reading and writing scores was documented in student writing samples, teacher observation, and test scores from the Illinois Goal Assessment Program.

Analysis of probable cause data revealed that students' leisure time was not being spent on literacy activities, students oral language was underdeveloped, at-risk or low income background students had fewer outside experiences, lack of family interaction and literacy modeling at home. Faculty reported a weakness in student's reading and writing skills. Reviews of curricula content and instructional strategies revealed an over emphasis on skilled subjects, not merging the focus of literacy into whole language, and instruction with one emphasis.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of three major categories of intervention: a writing workshop in the classroom was established using technology as a tool, the develop of cognitive language was addressed, and a whole language environment was created.

Post intervention data indicated an increase in student writing skills. Student motivation to write increased as demonstrated by observation and documented scores.

TABLE OF CONTENTS

		Page
Abstract		i
Chapter		
1	Statement of Problem and Description of Context	1
	Problem Statement	1
	Immediate Problem of Context	1
	Surrounding Community	3
	Regional and National Context of Problem	7
2	Problem Evidence and Probable Causes	9
	Problem Evidence	9
	Probable Causes	16
3	The Solution Strategy	20
	Review of the Literature	20
	Project Outcomes and Solution Components	24
	Action Plan for the Intervention	25
	Methods of Assessment	28

4 Evaluation of Result and Process..... 29

Implementation History..... 29

Presentation and Analysis of Results..... 35

Conclusion and Recommendations..... 43

References Cited..... 46

Appendices

Appendix A - Student Writing Prompt..... 48

Appendix B - Teacher Observation Checklist..... 49

Appendix C - Illinois Goal Assessment..... 50

Appendix D - Writing Survey..... 51

Appendix E - Graphic Organizer..... 52

Appendix F - State Facts..... 53

Appendix G - Graphic Organizer..... 54

Appendix H - Indian Tribe Information..... 55

Appendix I - Character Study..... 56

Appendix J - Predictions..... 57

Appendix K - Note Taking..... 58

Appendix L - Sequence of Events..... 59

Appendix M - Similarities and Differences..... 60

Appendix N - Pretest and Posttest Checklist Tally..... 61

Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

Problem Statement

The fifth grade bilingual students, in a multi-age classroom, at the targeted elementary school district exhibit inadequately developed writing skills. Evidence for the existence of the problem includes student writing samples, teacher observation, and test scores from the Illinois Goal Assessment Program (IGAP).

The Immediate Problem Context

This study takes place in a medium sized suburban elementary school servicing 685 students, kindergarten through sixth grade. The racial/ethnic background of this school is 55.6 percent White, 31.7 percent Hispanic, 6.3 percent Black, 6.3 percent Asian/Pacific Islander and 0.2 percent Native American.

This school's bilingual enrollment consists of one section of kindergarten, two second, two third and two fourth grade classrooms. These students are mainstreamed when they are ready to function in the regular classrooms.

The socioeconomic status of the school's population includes 24.3 percent of the students coming from low-income families, 19.1 percent of the students are Limited-English-Proficient. The number of students receiving free lunch at this school is 198 and 61 students are getting their lunch at a reduced rate.

The attendance rate at this school is 94.8 percent. The mobility rate is 14.1 percent and there are no listed truants. The average class size at this school is 24.3 in Kindergarten, 22.0 in first grade, 22.6 in third grade and 20.0 in six grade (The State School Report Card, 1994).

The staff at this school consists of the principal, 29 grade level teachers, one Chapter One reading teacher, three teachers for the learning disabled, one full time and one part-time physical education teacher, one full time and one part-time music teacher, one art teacher, one part-time orchestra and one part-time band teacher, one library and media specialist, one technology specialist, one part-time nurse, one full time nurse's aide, one speech and language therapist, a school psychologist, and two classroom aids. In addition a secretary and three custodians complete the 54 member staff. Ten percent of the school staff is male.

Each school in this district has a computer lab containing 16 Apple IIE computers, and a Macintosh lab with 30 computers. Additional technology is available to students and teachers in the

Library Media Center which contains five Macintosh computers, two laser discs, a video camcorder, four Video Cassette Recorders, and two modems to access telecommunication programs. Each classroom has a minimum of one computer and teachers can also utilize two computers which travel throughout the school.

The Surrounding Community

This school is part of a school district located in a northwest suburb of a large Midwestern city. Its 685 students are drawn from the surrounding villages and unincorporated areas of the immediate region. The school population includes students bilingual classes at grade levels kindergarten through fifth grade.

The school is located in a suburban community with a population of 15,239 in 6,038 households. The percentage of Hispanics is 14.4 with 12.2 of Mexican origin, 0.4 Puerto Rican, 0.1 Cuban and 1.7 of other Hispanic origin. The characteristics of this community by race is 87.6 percent White, 4.4 percent Asian or Pacific Islander, 1.7 percent Black, 0.1 percent Eskimo or Aleut, 0.1 percent Native American and 6.1 of other race. The Asian or Pacific Islander population consists of the following percentages, 1.2 Asian Indian, 0.9 Filipino, 0.8 Korean, 0.5 Japanese, 0.4 Chinese, 0.3 Vietnamese and 0.3 of Asians of other origins. Of the total population, 7,772 are males and 7,467 are females and the median

household income is $20,188 (1990 census of Population and Housing).

The location of this school is approximately 35 miles northwest of a metropolitan area. The district encompasses four suburban towns which consolidated into one district with nine elementary schools, grades K-6, and two junior high schools, grades 7-8. There are 6,621 students enrolled in the district who feed into two high schools.

The racial/ethnic background for the district is 73.6 percent White, 16.8 percent Hispanic, 6.9 percent Asian/Pacific Islander, 2.7 percent Black, and 0.1 percent Native American. The percentage of students from low-income families in the district is 12.2. The percentage of students in the district with Limited-English-Proficiency is 10.8. The district percentage for attendance is 95.3, mobility is 10.2, and chronic truancy is 0.1. Average class size for the district in kindergarten is 21.2, first grade is 22.3, third grade is 21.4, and sixth grade is 22.0.

The teachers in the district are 97.6 percent White, 2.1 percent Hispanic and, 0.3 percent Asian/Pacific Islander. Twelve percent of the teachers are male and 88.0 percent are female. The average number of years teaching experience is 15.0 years. The percentage of the teachers with Bachelor's Degrees is 35.6 and 64.4 percent hold Master's Degree's and above. The pupil-teacher ratio is

19.6:1, the pupil-administrator ratio is 281.0: 1. The average teacher salary is $45, 800, and the average administrator salary is $75, 710. The operating expenditure is $5, 937 per pupil.

The district participates in the Illinois Goal Assessment Program (IGAP), which assesses students in grades 3-8 in reading, writing, mathematics or science and social studies depending on the grade level.

All of the schools in the district participate in the Illinois School Improvement Plan. For the 1994-95 school year the district targeted five areas for planned improvement. Special target one: decrease the number of students "not meeting" state standards in the area of mathematics and reading. Special target two: increase the number of students "exceeding" state standards in the area of mathematics and reading. Special target three: increase student utilization of technology resources in the school setting. Special target four: increase student appreciation and respect for self and others (through increased involvement in multi-cultural, awareness-building, and service-oriented building programs and activities). Special target area five: increase home-school communications and partnerships.

This district uses a literature-based reading program published by Houghton Mifflin, and the University of Chicago Math Program which is hands-on math. Grades four through six visit the

district's Discovery Science Center for a total of eighteen hours of hands-on science education. The primary grade levels receive bimonthly science kits which allow them to do the hands-on science program in their own classrooms. Fine arts instruction is provided by teachers specializing in these areas through music education and art education programs. Computer technology instruction is provided by technology specialists. The district services identified gifted students through a pull-out program.

The district is committed to bringing more instructional technology to each school. Five million dollars has been allocated for this project. Within a five year period, the district has been updating each school's Apple computer labs to Macintosh labs, equipping every classroom with a technology workstation, and providing technology education for faculty.

This district under went significant changes. These changes include moving the sixth grade out of the elementary schools into the junior high schools, and opening an additional junior high. The junior high schools were transformed into middle schools with a middle school curriculum. The bilingual program changed from grade level centers to students attending their home schools. This has created multi-age classrooms.

Regional and National Context of the Problem

There is a widespread problem with declining writing abilities among students. The current levels of student achievement in language fell short of the standard established by the national education goal. One of the six national goals states:

> By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all student learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. (Office of Educational Research and Improvement, 1991, p. 1).

The problem is not only seen in the community that has been described, but is a problem that has been addressed by the professional literature. (Gunlach, 1987).

It is believed that this problem is caused by children not seeing the connection between reading and writing. (Barnhart, 1993). Classroom teachers need to create an environment based on children's interest and experience that can help them develop into lifelong readers and writers. "In it's simplest terms language

across the curriculum argues that English is naturally interdisciplinary, that language is generally best learned when it is "about something else whether the content be history, science, math, or one's personal experiences." (Tchudi, 1991, pg. 15).

Additionally, there is a failure to establish a relationship between children's personal life and experiences and their reading and writing. If readers have limited experience with a given topic, their comprehension will be limited. This is reflected in children's desire to write, ability to write, comprehension skills in reading, and their overall vocabulary. (Cooper, 1993).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSES

Problem Evidence

The fifth grade students in this bilingual multi-age classroom exhibited underdeveloped writing abilities as shown through teacher observation checklists, writing samples, and a writing survey. The lack of literacy skills prevents these students from being mainstreamed successfully into the regular classrooms. The writing samples were scored using a teacher observation checklist and the IGAP guidelines. Scores in standardized tests, or any other type of testing scores, were not available for all the students. This is, probably, because of the high mobility of the students.

A prompt to write an expository writing sample (Appendix A) was provided. The checklist indicated that none of the students had mastered any skills at this time. Some evidence of their skills awareness existed in some cases, however it was only sixteen percent of the total of the skills checked.

The teacher observation checklists (Appendix B), included fourteen skills grouped into three categories: Surface Features, Inner Layers, and Creativity. Surface Features surveyed their

spelling, capitalization, and punctuation. Inner Layers checked if the students

- wrote their ideas in logical order
- used proper sentence structure
- supported their statements with detail
- had equal detail in each paragraph
- did any self editing
- carried the main idea through their paper
- had a closing paragraph.

Creativity was the third category in which the students were examined. In this category, the verbs they chose, the use of unneeded words, the use of transition words and the pride the students exhibited in their writing, was evaluated.

Three of the eight students showed evidence of some skills in spelling, capitalization and punctuation. However, the rest of the students have not attained any of the Surface Layer skills at this time. The performance of the students in the Inner Layers varied from lack of skills to some evidence of the development of the skill. Specifically, only two students presented their ideas in some logical order. None of the students was able to focus on the main idea, or had a some type of closing on their paper.

The third category the students were checked.on was Creativity. In this category the students demonstrated complete lack of skills with no evidence of any understanding in this area.

The samples were also scored using the IGAP scoring scale. (Appendix C) This test evaluates focus, support, organization, conventions and integration as explained below. The results of the evaluation using the IGAP scoring scale showed that most students scored very low on every feature of the test.

Focus evaluates the students' writing based on how clear the main idea, point of view, theme,or event is presented. Support/Elaboration focuses on the quality of details and reasons and the explanation of the theme. The precision of elaboration depends upon balanced descriptions of the key components of the paper. Organization scores the plan of development and whether or not the key points and sentences logically flow together. Conventions scores the use of standard written English. Integration is a focused global judgment of how well the paper achieves the task. (Illinois State Board of Education, 1994)

Each feature except for Conventions is rated on a six point scale for state assessment. The number indicates the level of the paper's development. In general, the scores may be interpreted as follows: A score ranging from one to three indicates the feature is absent or in the developing stages. A score ranging from four to six

signals the feature is basically or well developed. Conventions are rated with either a one or a two. One indicates that a paper has major errors and is equivalent to scoring in one to three range in all other areas. Two indicates a paper has minor errors or no errors, this is equivalent to a four to six range in the other areas. Each feature is rated independently with the exception of the Integration score which is graded holistically. An overall score is given to each paper. The overall score is calculated by the following formula:

Overall score = 2x (integration) + (focus) + (support) + (organization) +(conventions)

Therefore, the overall score ranges from 6-32. (Illinois State Board of Education, 1994)

Students in this group achieved the following scores. On focus, five out of the eight students scored only a two, and the other three scored a one, a three, and a four, as shown in Figure 1. Most of them attempted to develop a main idea; however, the effort was not maintained throughout the paper. The samples lacked clarity.

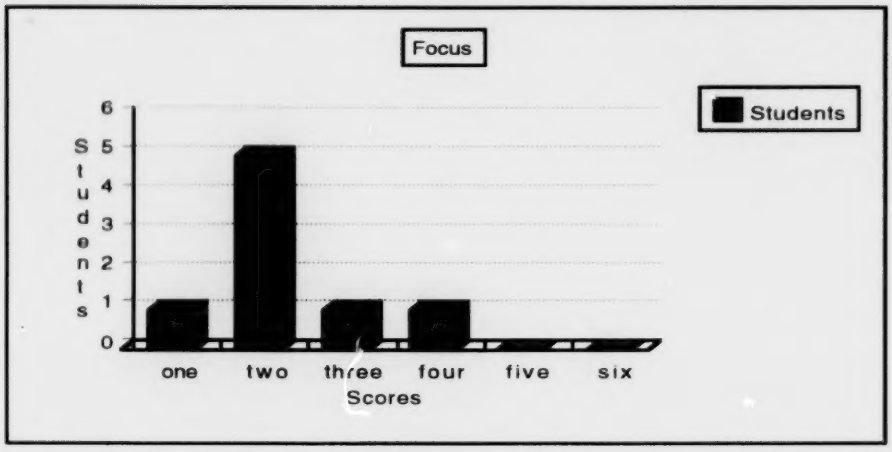


Figure 1
Scores on Focus

Likewise, students also fell short on elaborating and explaining their theme. The students were ambiguous and confusing in their statements. They gave unrelated lists and most of them did insufficient writing. Data on Figure 2

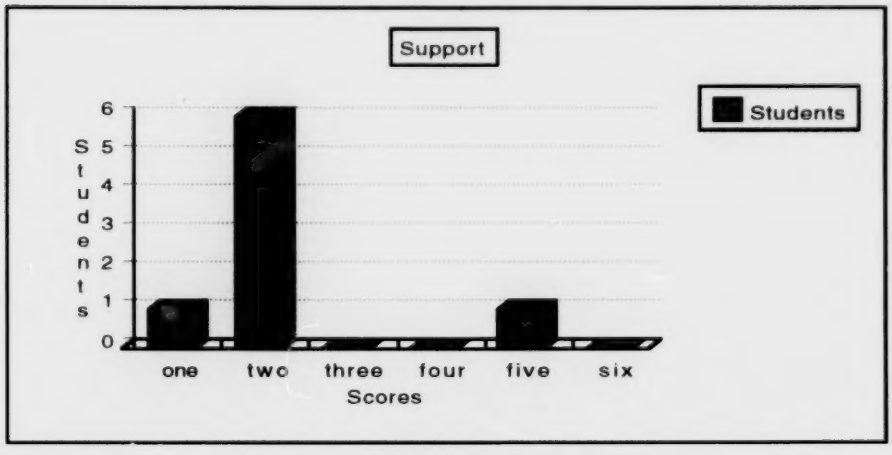


Figure 2
Scores on Support

The results on Organization were also very low. In most cases there was insufficient writing to determine a cohesive plan or thought on which the organization could be sustained. The students did not seem to follow any plan and there was no evidence of paragraphing. The writing samples also lacked transitions and concluding statements. No one scored above a two. (See Figure 3)

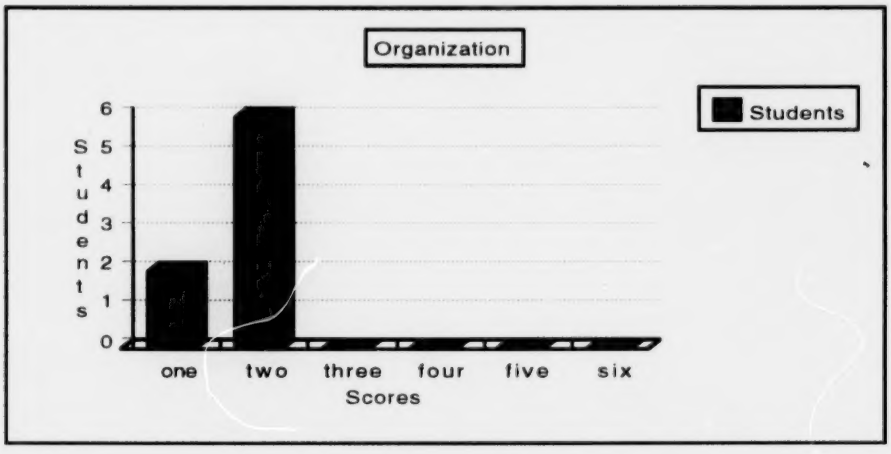


Figure 3
Scores on Organization

Conventions scored the students knowledge and use of the mechanics in the standard written English. Clearly the graph shows the results of the test, with none of the students scoring more than the minimum score. (Figure 4)

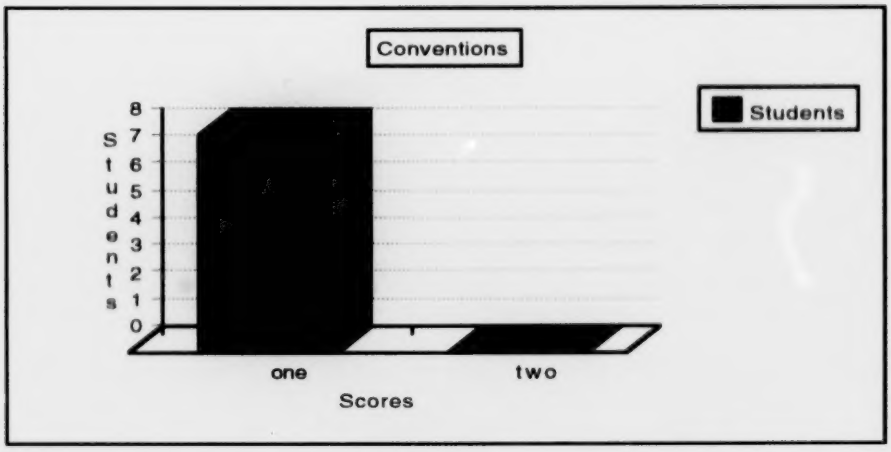


Figure 4
Score in Conventions

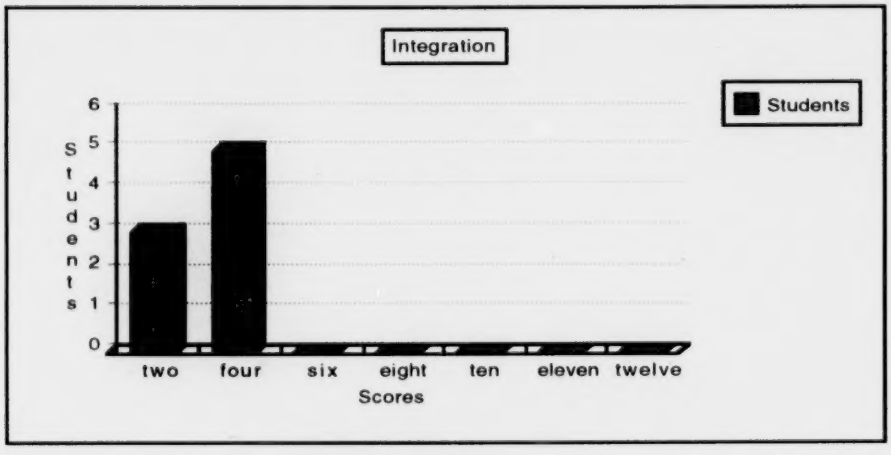


Figure 5
Scores on Integration

Figure 5 clearly shows that all eight students scored at the low end of the table. Five students scoring four out of twelve and three scored only two out of twelve possibilities.

The writing survey (Appendix D) suggested a lack of understanding of the writing process. Two key question in the writing survey, were question four, and question six. "What do you think a good writer needs to do in order to write well?", was question four. And question six was; "In general, how do you feel about what you write?" The response to question four identifies students' knowledge of the importance of organization and supporting details when writing. The significance of question six show students' confidence in their ability to write. The students overwhelmingly responded that a writer writes well if his or her handwriting is visibly appealing. None of the students mentioned the importance of the content of a piece of writing. In response to question six on the survey, seven out of eight thought they were good writers. Their perception on being good writers is, probably, also because they give great value to penmanship and neatness.

Probable causes

After reviewing the records and cumulative folders of the fifth grade students in the multi-age class, it is evident that these students are experiencing problems in writing. These problems seem to be multi-factorial, such as

- lack of modeling in reading and writing at home
- the children come from low income backgrounds and have

less opportunities for outside enrichment experiences.

- the students come from homes were a language other than English is spoken and have a low language proficiency in either language.
- lack an understanding of the writing process.

Students coming from an environment where literacy is reinforced have a natural interest in learning to read and write. However, students with less exposure to literacy have a more difficult time reading and writing. According to Jongsma (1990, p. 522) "The roots of lifelong literacy are planted within the family and cultivated by the child's early exposure to books and to reading models."

Parents are not able to foster reading and writing for several reasons. Lack of literacy, low English proficiency and long working hours for both parents are the main reasons. Leisure time is not spent on literacy activities and there is no modeling of reading and writing at home. Neither parent knows how to read or how to help the student in their literacy skills. Anderson (1985) supports that when parents are involved in the school programs, take their children to the library and encourage reading for entertainment, children become better readers.

The level of background knowledge is another important link in the successful growth of literacy. The child that has traveled,

visited museums, and attended a variety of events will have more background knowledge than the child who did not have these opportunities. According to Britsch (1993)

> Everyday activities are fertile ground for developing literacy. Young children use oral language as a tool to solve problems and figure out intricacies of new experiences. As they grow, children's first writings arise from their experiences: Language helps give shape to the relationships children are forming with their universe. The process of language development - both oral and written - is one in which children begin to organize language itself into patterns they can use to give meaning to their experiences.

Another consideration is the level of language development that the students have achieved. Most of the students in this class have been in the bilingual program since first grade and a few since kindergarten. However, they were not able to be mainstreamed because their low language ability. These students manage in both languages, yet they lack the more cognitive and academic side of language. Rivera (1984) makes a distinction between "surface fluency", and "more cognitively and academically related aspects of language proficiency".

Another cause to be considered is that the students do not understand the writing process. Many of these students were in classrooms when the writing process was taught, yet they did not learn the skills necessary to organize their thoughts and transfer their ideas into writing.

One of the problems is the lack of time dedicated to writing. Teachers do not always have control over their curriculum and they rush through to cover it. "The process approach to writing is an inherently holistic, inductive, nonmechanistic approach that requires large chucks of class time for writing and responding to writing" (Zemelman and Daniels, 88).

Probable causes gathered from the literature and from the site include: lack of literacy modeling at home, need of background knowledge, and minimal understanding of the writing process. Another probable cause is that students have developed a survival only language and they need to acquire a more cognitive and academic language.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

The literature search for the solutions strategies was based on the probable cause data. This data suggested that the students in this multi-age class had low language development, lack of literacy modeling at home, a need for additional outside experiences, and minimal understanding of the writing process. The literature research for solution strategies suggests problems to be considered.

One of the problems for these students is the lack of academic and cognitive language. Costa and Lowery (1989) encourage teachers to use a "language of cognition" in the classroom, giving the students the opportunity to hear cognitive terminology. The students must be able to comprehend thoughtful language in order to learn. Loban's longitudinal study, cited by Hall and Ramig (1978), lends further support to the need of competence in the spoken language in order to be a competent reader and writer.

Hall and Ramig (1978) cite the studies of Chomsky on the relationship between language and exposure to literature and also

cite the research from Ruddell and Tatham. Chomsky's deduction was that students who had been exposed to literature and had been read to early in life had a higher level of language development than those lacking this exposure. Ruddell and Tatham observed a strong relation between language fluency and reading comprehension. Hall and Ramig (p. 34) further state that "the relative ease or difficulty with which readers can handle written language is related to the similarity of the written language to the oral language".

Another problem is the lack of literacy at home and lack of modeling. As previously noted, reading comprehension is in direct proportion to the language development of the child. Research shows that children who were read to, and told stories to, develop a larger vocabulary than those who did not have this opportunity.

The students need to have some background knowledge and a connection to the topic in some way in order to understand the meaning of the text. According to Cooper (93), literacy develops as the result of many different experiences. Children learn to think, speak, and listen when they have an opportunity to do this in real life. In the same way, students need to read and write in order to learn these skills. Authentic literature, instead of difficulty controlled literature, is more motivating and more fun. Also, it enhances the vocabulary and develops the language of the reader.

However, reading is not merely decoding but being able to understand the meaning. To understand a passage, all the readers have to understand how the author organized the ideas presented. Then, the reader needs to relate them to their own information or schemata. Reading comprehension is the process in which the readers compare the concepts from the writing to their own schemata or background knowledge. In other words, the readers have to relate to the topic.

For students of other languages, the use of themes creates excellent opportunities for gaining background knowledge as well as increasing their vocabulary and gaining fluency (Ernt and Richard, 1994-1995). They further state:

> When students can relate to the topic of discussion and when they can make use of the new vocabulary acquired through repeated readings and discussion of a book, then their sense of competence and their desire to communicate increases. This confidence, in turn, increases students' willingness to communicate and to take risks with the new language.

Workman (1982) states that writing is the expression of the student's perception based on their experiences. Furthermore, when students write they have the opportunity to review their thoughts and insights giving them an opportunity to revise and to learn.

The problem is getting the students to write. Many times the students are asked to write about things that are not relevant or interesting to them (Graves, 94). Other times, the students experience difficulties because lack organization. Calkins (86) believes that to remedy this problems, students need to structure their information before they write. They can do it by using some type of graphic organizer.

Also, to create a classroom of writers, it is necessary to change the traditional approach and invest time in the writing process. This problem is addressed by Calkins (1986) "If students are going to become deeply interested in their writing, and if they are going to draft, and revise, sharing their texts with each other as they write, they need the luxury of time". Solutions to this problem, Calkins concluded, is to set time aside every day for writing workshop and, if needed, part of this time can be used to write content-area reports.

The point is to make confident writers out of our students. They must feel free to write without worrying about the correctness of the piece and focusing on their content (Calkins, 1986). Teachers and researchers recognize that when students use the computer to write they stay at their writing tasks longer (Vockell, 1987). Furthermore, students with poor handwriting are able to produce good writing pieces. With the use of mini-lessons, peer and self

evaluation, the work can be revised and later edited. By the time the students learn the process of writing they will: write every day, keep working folders, revise, read their work to others and publish their best work (Zemelman & Daniels, 1988).

Project Outcomes and Solution Components

The probable causes gathered from the setting and literature indicated deficiencies in writing. These problems seem to be the result of several causes: lack of modeling in reading and writing at home, the children come from low income backgrounds and have different non text related outside experiences, the students come from homes where a language other than English is spoken.

The following objectives define the solution to the problem

1. As a result of expanding the background knowledge and increasing vocabulary during the period of September 15, 1995 to January 15, 1996, the bilingual fifth grade students in the multi-age classroom will improve their writing skills as measured by teacher check-list and writing rubric.
2. As a result of incorporating technology into the writing process during the period of of September 15, 1995 to January 15, 1996, the fifth grade students in the multi-age classroom will improve their writing skills as measured by teacher check-list and writing rubric.

The major elements to the solution components are to provide modeling in reading and writing, expand their vocabulary and background knowledge, and practice the writing process.

Action Plan for the Intervention

As stated before, implementation of a writing program will begin on September 15, 1995 and conclude on January 15, 1995. The students will use the writing process using word processing to write the final draft, to make final corrections, and to publish their work. At the same time, an effort will be made to increase their background knowledge and expand their cognitive vocabulary.

Increasing vocabulary and expanding background knowledge will be an important part to this plan. To increase cognitive vocabulary, the students will use curricular themes, novel units and daily vocabulary rich reading assignments. To expand their background knowledge, students will learn to research using all the available materials at the Library Media Center (LMC); movies and documentaries will be used when appropriate. Technology will be incorporated into the writing process at the publishing level.

The Writer's Workshop will sustain an established routine. It will be held three times at week for 50 minutes. Students will write across the curriculum, write about real world events and topics created from a brainstorm list of personal interests. Their writing will reflect different types of writing activities; expository, narrative and persuasive as well as formal reports and creative writing. There will be an overview of the day followed by pre-writing activities and mini-lessons. When the students are

ready to start writing, the routine will change. There will be a group mini-lesson lasting five to fifteen minutes followed by sustained writing time and mini-lessons as needed.

Whether the topic is personal or academic, free choice or assignment, the pre-writing activities will be conducted for as many sessions as needed to provide the students with adequate background knowledge, vocabulary, and to stimulate their thinking process. These activities will be directed to teach students ways of dealing with information. These activities will include: sessions at the LMC to gather information on the subject, organization of facts using webs and other graphic organizers, prioritizing and classifying information, seeing relations between cause and effect. The mini-lessons during the pre-writing part will include how to use encyclopedias, indexes, almanacs, maps, technc!ogy, etc.

When students are ready and using the information they gathered, they will start writing and individual or group mini-lessons will be conducted as needed. This activity will lead itself to lessons on paragraphing, support, organization, opening and closing paragraphs. Next stage of the process will be pairing students to read each others work and to exchange feedback and suggestions.

The final stage will be publishing using a word processor, and having a conference with the teacher. Prior to this stage will be

the instruction on use of spell check, editing by cut and paste, dictionary and thesaurus, and any other instruction needed on the use of the computer and word processor. Not only because the computer will facilitate the correction, but also because the students will enjoy writing more because the use of technology makes easier the final revisions.

Students will also be able to work on their portfolios during free time. The teacher will circulate and monitor the work, assisting when needed and taking the opportunities of teachable moments.

Students will keep two portfolios. One will be a working portfolio in which pre-writing activities and on going projects will be kept. The second portfolio will be used for the work the students have finished and work the students choose to include for evaluation. The evaluation will be done by both student and teacher.

The criteria for creating these portfolios will be as follows: the students will select one academic report, one narrative, one expository, and one persuasive piece. They will also be able to include a piece of their choice. This choice can be anything: from a letter, a real event in their lives, a fictional story or a poem. The teacher will have an opportunity to choose a selection as well as their partner peer.

Methods of Assessment

Students will have, along with teacher observation, the same writing survey and the same written test that they had before the implementation. Results will be measured by the same teacher check-list and IGAP writing rubric that was used with pretesting. The results will be compared and evaluated to determine the students progress.

Chapter 4

EVALUATION OF RESULTS AND PROCESS

Implementation History

The terminal objectives of the intervention addressed the solution strategies: expanding and increasing the students' vocabulary and incorporating technology into the writing process. Teacher observation checklists, writing samples, and a writing survey indicated that the fifth grade bilingual multi-age classroom at the targeted elementary school district, exhibited inadequately developed writing skills.

Therefore, the objectives stated:

1. As a result of expanding the background knowledge and increasing vocabulary, the bilingual fifth grade students in the multi-age classroom will improve their writing skills as measured by teacher checklist and writing rubric.
2. As a result of incorporating technology into the writing process, the fifth grade students in the multi-age classroom will improve their writing skills as measured by teacher checklist and writing rubric.

The action plan was structured to address the problems that seem to be the cause of the students' low writing skills. The solution strategies were directed to modeling literacy, development

of background knowledge, language development, and use of technology as a writing tool.

The implementation of the program began on September 15, 1995. In order to expand their background knowledge and increase their vocabulary, novel units were used in addition to the regular reading text. Other materials were: movies, current events, and crossword puzzles. However, the month of October was mostly used for testing. The students had to take the Stanford Achievement tests. Later on, they took the Aprenda which is a standardized test in Spanish. Finally, the researcher administered the Language Assessment Battery (LAB) tests to the students to determine the development of both languages (Spanish and English).

The first step for the class was to set time aside for the writing workshop. The time was set for forty five minutes, two days a week. Next, the class brainstormed to create a list of subjects and themes. Then, the criteria and expectations were set by the teacher, taking into consideration the students' suggestions.

Most of the writing was done in the content area because the time during writing workshop did not seem to be sufficient. Many students were brought into this class at different times for reading. This caused distractions and constant interruptions. The lack of time seemed to be one of the biggest challenges. These students need a lot of time to get organized and to produce a writing piece.

The time set aside for the writing workshop was directed to individual writing of themes and subjects chosen by the students. Instruction on paragraphing, support of their statements by giving enough details, openings and closings statements were also done at this time. In addition, the whole class was instructed on gathering information, getting organized and making outlines during social studies class.

The group of students selected for this action research decreased by one when one of my students was transferred in December to a different school. After this time, the group of students in this action research plan was seven.

Students kept two folders, one was a working portfolio in which pre-writing activities and on-going projects were kept. The second portfolio was used for the finished work and work the students chose to include for evaluation. The evaluation was done by both student and teacher. The criteria for creating these portfolios were as follows: the students selected one academic report, one narrative, one expository, and one persuasive piece. They were also able to include a piece of their choice, a letter or a real event in their lives, or a fictional story or a poem. The teacher had an opportunity to choose a selection as well.

The first writings done as a class were done during Social Studies class. The first unit of the Social Studies curriculum was

on the land and the people of the United States. The teacher took this opportunity to teach the students how to do research. For several weeks the Social Studies class was conducted at the Library Media Center (LMC). With the help of the LMC teacher, students learned how to use the encyclopedias, almanacs, and other sources of information. They also learned how to use the multimedia available.

The assignment was to write a report on the state of their choice. Groups were formed according to their choice of state. At the LMC where students gathered information using their outlines and graphic organizers (Appendices E and F). The students also had the choice to use index cards as a guide with topics like climate, terrain and economy. After this report was finished, the same process was followed when the students did a report on an American Indian tribe of their choice. In order to aid the students with this report, they were provided with research pages (Appendices G and H).

The first novel read was The Lion, the Witch,and the Wardrobe. The art teacher, did a bulletin board representing the characters from the novel. The class did shared reading for half an hour, two days a week, followed by a short discussion of the material read. As the students read, the researcher reviewed vocabulary and checked for comprehension. The class did character studies and made predictions on the next chapter. Then, the students were asked to

write chapter summaries for homework. During computer time the students had an opportunity to type the finished work using a word processing program. The students also did spell check and necessary editing, sometimes with the help of the teacher or with the help of another student. The use of the computers was a great incentive. Students worked anxiously to finish their assignments in order to use the computer.

After their summaries were finished, most of the students illustrated them and the teacher bound them together making books. When they were finished, the movie "The Lion, the Witch, and the Wardrobe" was shown to the students. The students not only read The Lion, the Witch and the Wardrobe, but they also checked out from the library other books from The Chronicles of Narnia.

Another reading unit was about the Titanic. The students read the story The Titanic Lost.....and Found by Judy Donnelly and became very interested in the details. The students, checked books from the library on anything that they saw on the subject of the Titanic and ships. During this unit, the LMC teacher taught students how to take notes using an organizer. A sample of this organizer can be found in Appendix I. Other books read by the class were The Indian in the Cupboard, The House in the Prairie, and The Secret Garden.

Activities were incorporated into the student's reading. Some of these activities were: predictions, character studies, sequence

of events and analogies. For these activities the students used the graphic organizers found in Appendixes J,K and L.

Throughout the reading units, students held individual and group conferences with the research teacher concerning the progress of their writing. At these conferences, the students' weakest points, such as, capitalization, punctuation and spelling were taught, explained, and reinforced. For example, the researcher notice that several students had problems with capitalization. A lesson was conducted of the rules of this skill. Another skill the students practiced was spelling. A list of words commonly used , such as; when, where, with and which, were targeted for good spelling throughout the year. Another list of words was hung in the classroom for a period of time, usually two weeks. These words were expected to be spelled correctly by the students every time while the list was available. An additional problem was punctuation. This is a very difficult concept for the students to understand, not only when they write but also when they read.

During this program, the students and the research teacher had the help from the literacy resource teacher. She used in her class the same books and novels used in this implementation plan. This was an opportunity for the students to practice the reading assignments and work on their vocabulary. The literacy teacher had the students for two and a half hours at week. This time was used

to reinforce some of the activities done in class such as vocabulary instruction, language skills and parts of speech. The students also did a little writing in this class.

Presentation and Analysis of Results

In order to evaluate the effects of the project, a teacher observation checklist, student survey and a post-test writing sample were used. The writing samples were scored using the same teacher observation checklist as used with the pretest and the IGAP guidelines.

The teacher observations checklist includes fourteen skills grouped in three categories, as explained in Chapter 2. The checklist showed some progress in all three categories, however, the most significant advance was in the Surface Features. In these skills, all students did well in spelling and capitalization and all but two showed progress in punctuation.

The students performance in the Inner Layers showed an even development of the skills but not at a level of full development. Five of the seven students used proper sentence structure and supported their statements with some details, and every one wrote their ideas in some logical order. All the students carried the main idea through their paper and all, but two, had closings. Comparing these samples to the pretest, it is easy to see an improvement.

However, the students are still, for the most part, at an emerging level The weakest part was the third area of the checklist, Creativity. Students over used words and only two students used transitions.

Writing samples were also scored by IGAP standards as another way to evaluate the students progress. This evaluation revealed that, although there has been growth, their writing skills are still developing.

The first feature, Focus, depicts the growth of students in this skill. As explained in chapter two, Focus, as well as the other features except for Conventions, is scored using a six point scale being one the lowest score, indicating absence of the skill, to six which indicates mastery.

In the pretest, only two students scored three and four, whereas in the posttest all students scored three and above (Figure 6). Still, only two students achieved a good level of development in this skill by stating a clear objective in the opening statement and maintaining it throughout the paper. They also had effective closings. The other students were not able to sustain their attention on the subject or they did not have a conclusion.

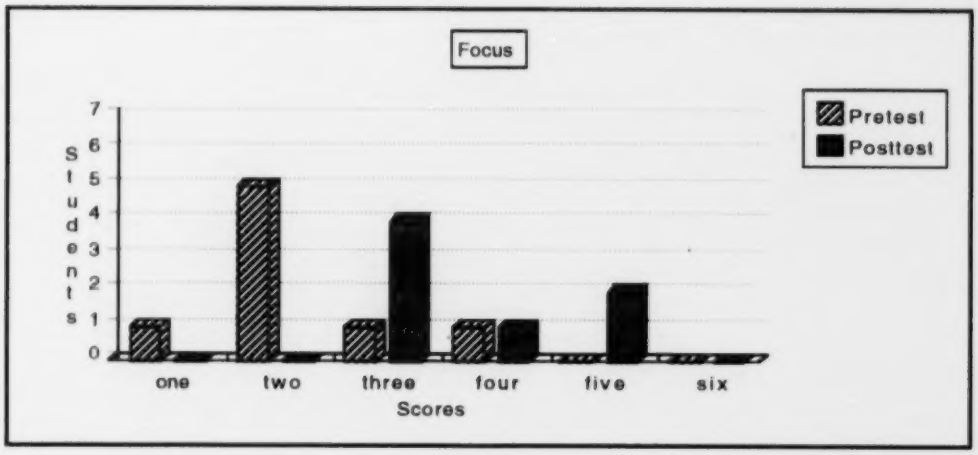


Figure 6
Scores on Focus

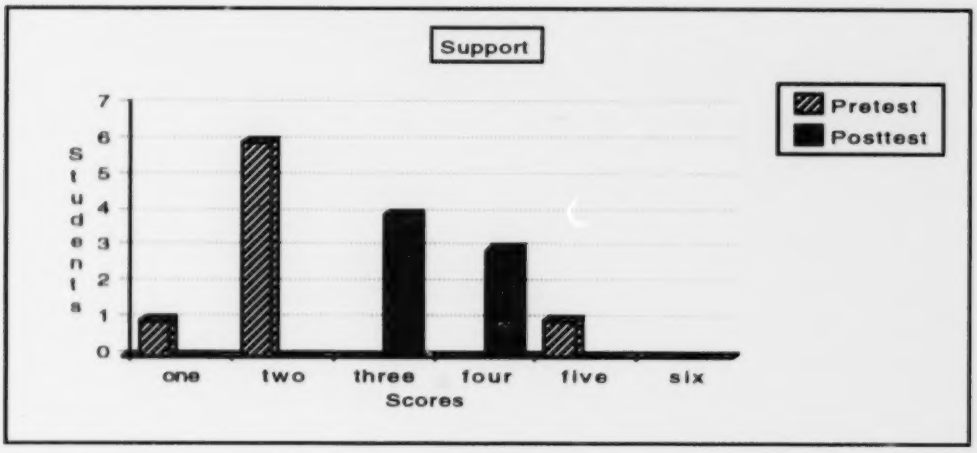


Figure 7
Scores on Support

Scores for Support show that three students have developed support by explaining their position. The other four are less developed in this area (Figure 7). In comparison, the pretest showed most students were at a very beginning level.

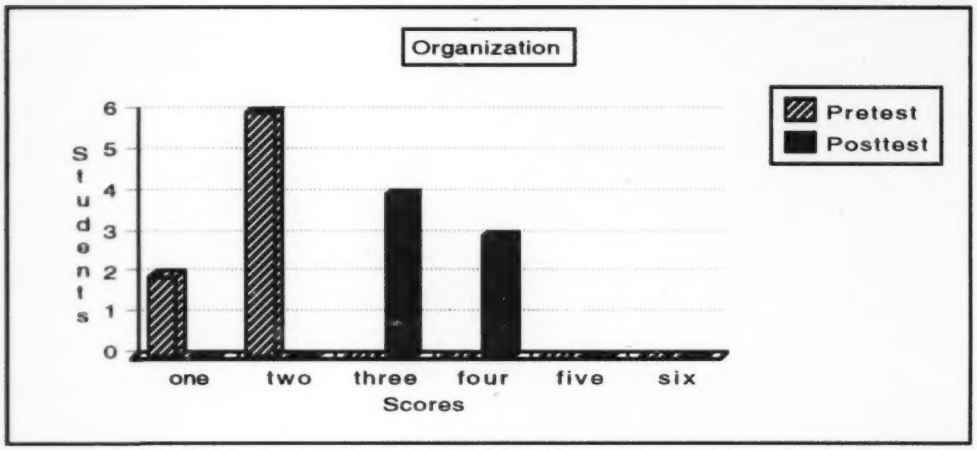


Figure 8
Scores on Organization

The Organization feature determines whether the composition presented a clear structure or plan of development. Figure 8 shows the improvement of the students from insufficient writing or lack of plan in their paper, to a more noticeable structure, more support and elaboration, and opening and closing statements. The three and four scores show that the students are developing these skills and have an understanding of what is expected of them. However they have not yet obtained mastery.

The evaluation on Conventions (Figure 9) showed that most students have improved, however they are still experiencing major difficulties. All the students scored four, a two for scoring purposes but they had numerous minor. Clearly, sentence construction is below mastery level but there is evidence of

improvement. Conventions are scored differently as explained in chapter two. On a scale of six, one, two and three are scored as a one, while four five and six are scored as a two. The students in this group scored four which means the beginning of the development of the skill.

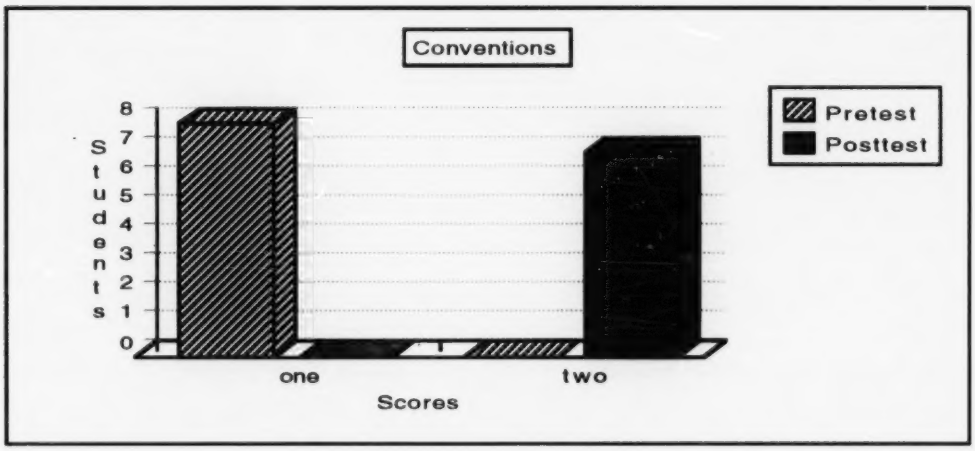


Figure 8
Scores on Conventions

The purpose of the integration rating is to provide a broad evaluation on how well the paper reflects the assignment. In this test, the raw score is doubled for total scoring purposes. Figure 9 shows the difference between the pretest and posttest. These results indicate that initially all the students scored a one or a two suggesting that the papers were partially developed. The posttest scores showed an improvement. The scores of four students imply a paper still considered partially developed. Other two students had a

fairly developed paper with the essential information, and one student presented a good paper although not all features were equally well developed.

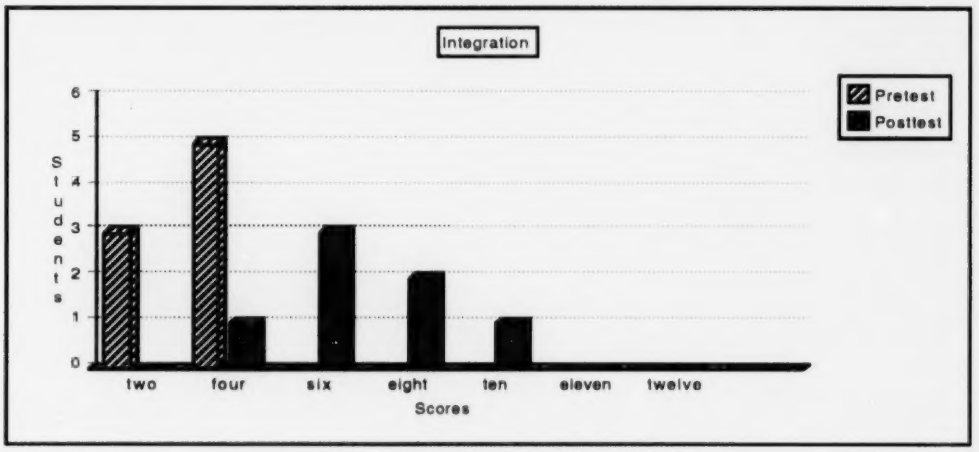


Figure 9
Scores on Integration

In order to compare the growth of individual students in the various skills, and to depict the scores for the pretests and the posttest, Figures 10, 11 and 12 show the results in graphics . These graphs are self explanatory and show that most students have doubled their scores.

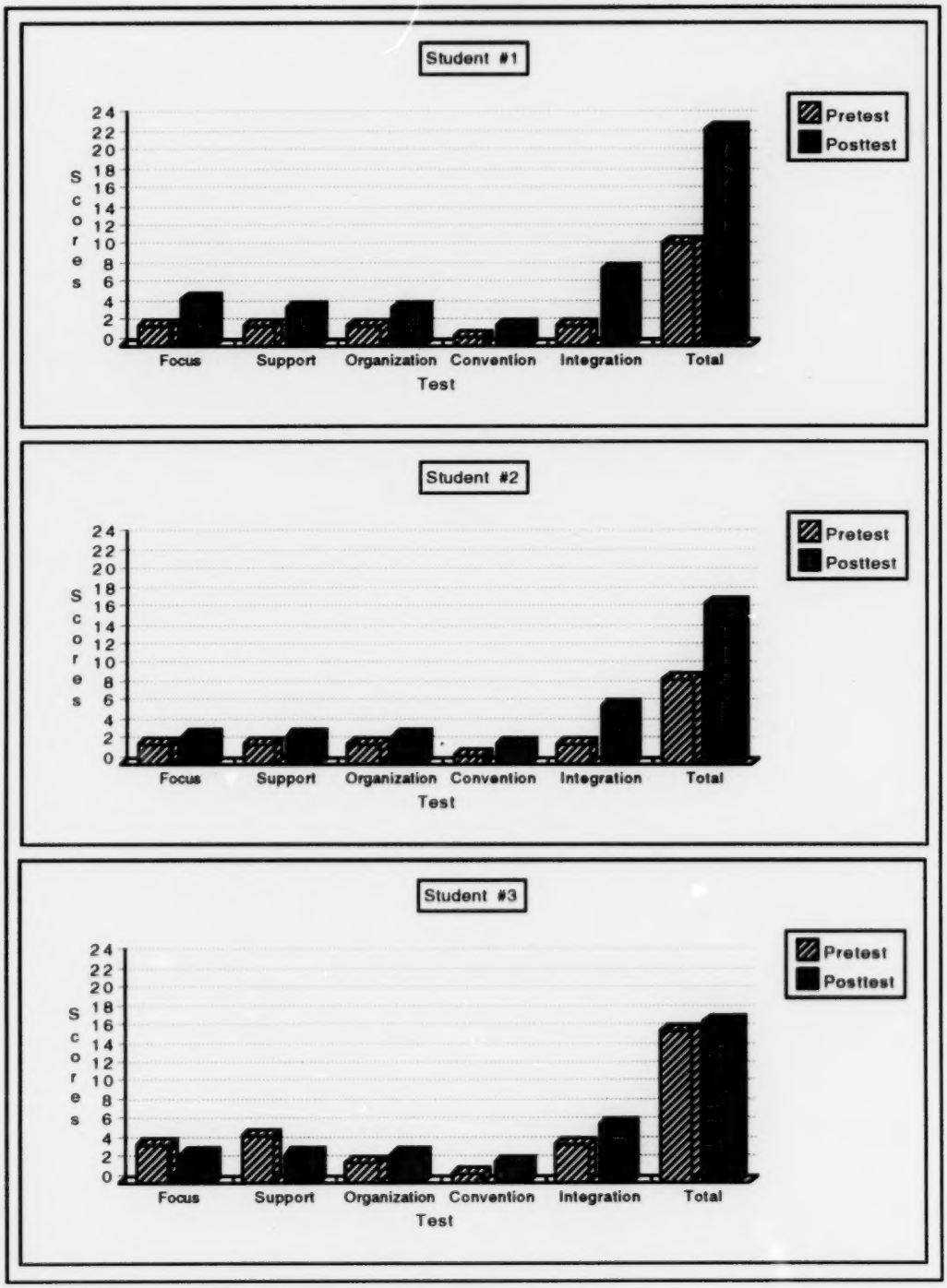


Figure 10
Pretest and Posttest results for students 1, 2 and 3

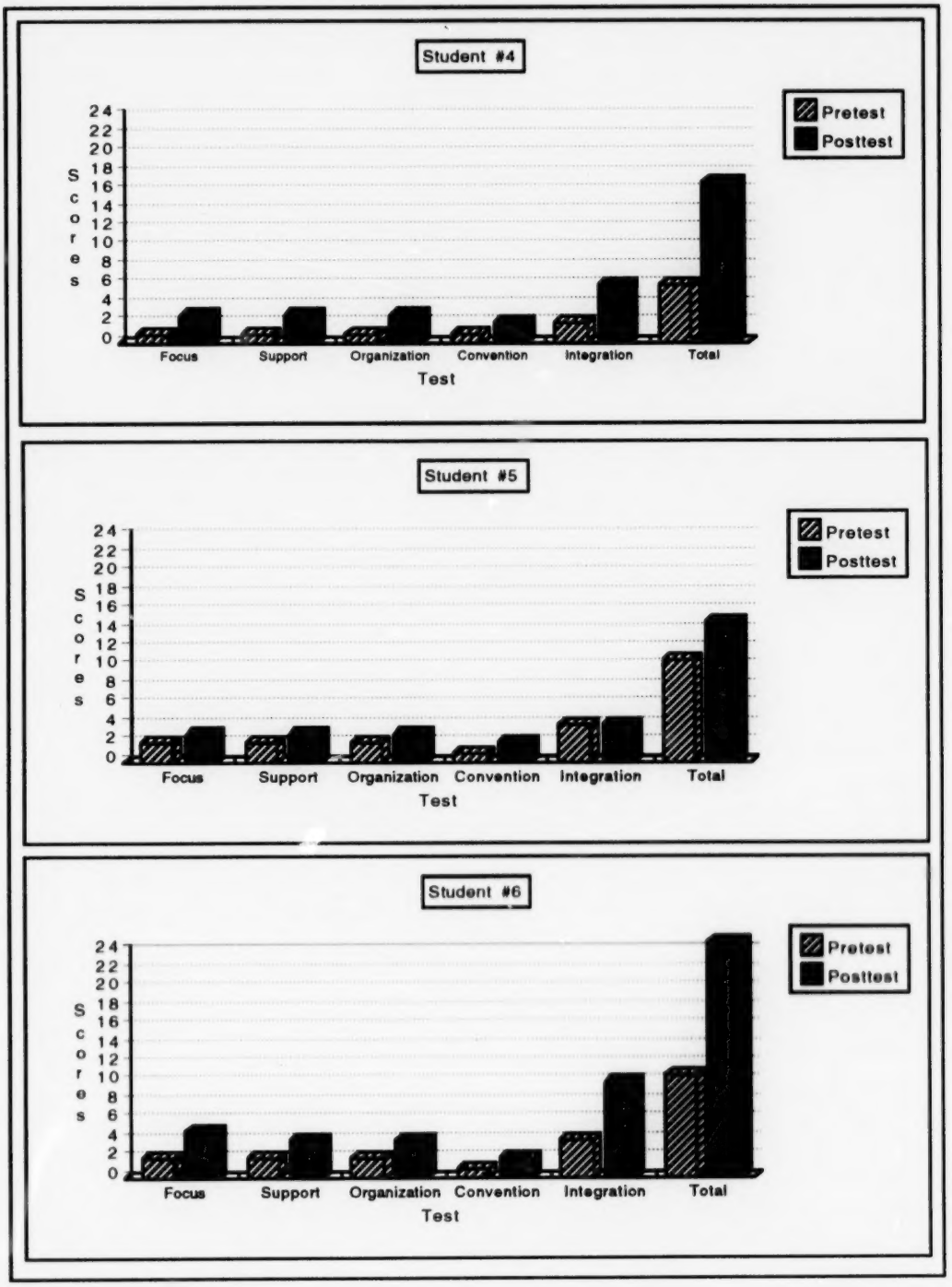


Figure 11
Pretest and Posttest results for students 2, 3 and 4

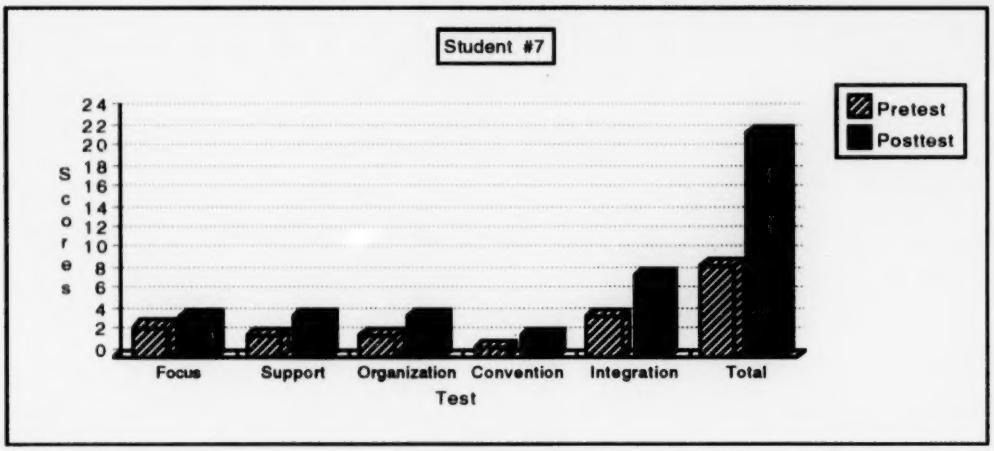


Figure 12
Pretest and Posttest results for student 7

Conclusions and recommendations

Based on the presentation and analysis of the data drawn from the writing samples, the students showed an improvement in their writing skills. Throughout the implementation, significant progress was made. However, I can not be sure of how much progress is due to regular academic growth and how much is due to this action research.

During the implementation, the attitude and enthusiasm for reading was evident. The students looked forward to writing time. When they had any free time available, they worked on their writing folders. One of the reasons for their eagerness was the fact that when they had finish the first draft, they wrote it on the computer. Then, they selected the font, completed corrections and spell checked their writing sample.

This implementation had many benefits to the students. The students did a lot reading in order to increase their vocabulary, and this goal was achieved. But of greater importance, the students took a real interest in reading and used their flexible time to do reading and writing. They loved novels and factual literature. They enjoyed writing about themselves, their families and experiences, and they also liked making up stories.

Another area of improvement was spelling. All the students in our school had spelling pretests in September and they were post tested in the first week in March. The fifth grade bilingual students raw score showed the greatest increase of all the students in the school. Percentages are not yet available. This too seems to be a direct benefit of increasing the students reading and writing program and the emphasis on vocabulary.

Lastly, they learned to do research in a organized manner. When the students want to find out about something, they now take notes using the Grolier CD ROM encyclopedia in our classroom Macintosh, or they go to the LMC to get their information from one of the encyclopedias available. In their work, the students became more organized using graphic organizers on a regular basis.

During this implementation, the biggest problem was the lack of time. It was hard to find time to do as much reading as the researcher thought necessary to make the difference in language

development and vocabulary acquisition. The writing was even harder because some students took a long time to write an assignment, especially at the beginning.

Another problem was word processing. Sometimes it was possible to get the computer Lab for the whole class and have everyone work at the same time. Other times, the researcher sent to the Lab two or three students who had finished sooner than the rest. Or one student at a time worked on the Mac in the classroom. It would have been advantageous to have access to several computers on regular basis.

It was wonderful to see how happy the students were when the final product was printed. They were also very proud of their work and many times they took their writing pieces to the principal to show how well they were writing. This was a excellent experience for both the researcher and students.

REFERENCES CITED

Anderson, R.C.,Hiebert, E.H., Scott, J.A., and Wilkinson, I.A.G. (1985). Becoming a nation of readers: The report of the commission on reading. Washington: National Institute of Education.

Barnhart, J. (1993). The reading-writing relationship: Empirical evidence for the reconceptualization of literacy. In J. Johns (Eds.) Literacy celebration and challenge. (pp. 57-62). Bloomingdale, IL: Illinois Reading Council.

Britsch, S. (1993). Experience And Literacy. Instructor (103) 4,48

Calkins, L. (1986). The art of teaching writing. Portsmouth, NH: Heinemann.

Cooper, J. (1993). Literacy: Helping children construct meaning. Boston: Houghton Mifflin Company.

Costa, Arthur L., & Lowery, Lawrence F. (1989). Techniques for teaching thinking. Pacific Grove, CA: Midwest Publication.

Ernst, Gisela & Richard J. (1994-1995) Reading and writing pathways to conversation in the ESL classroom. The Reading Teacher, (48) 4, 320-326.

Graves, D. (1994). Be a better writing teacher. Instructor. (104) 4, 43-45.

Graves, Dolnald H., & Sunstein, Bonnie S. (1992). Portfolio Portraits. Portsmouth, NH:Heinemann.

Gundlach, R. (1992). The place of computers in the teaching of writing. In A. M. Lesgold & F. Reif (Eds.) Computers in education realizing the potential (pp. 173-187). Pennsylvania: U.S. Department of Education.

Hall, MaryAnne, & Ramig, Christopher J. (1978). Linguistic Foundations for Reading. Columbus, OH: Charles E. Merrill

Jongsma, K.,S. (1990) Intergenerational literacy. The Reading Teacher, (43) 7, 522.

Northeastern Illinois Planning Commission Research Services Department. (1992). 1990 census of population and housing (Summary Tape File 1). Prospect Heights, IL: Author.

Office of Educational Research and Improvement. (1991). Student achievement in core subjects of the school. (EDO Publication No. SO-91-2). Washington, DC: U.S. Government Printing Office.

Rivera, Charlene, ed. Language Proficiency And Academic Achievement. England: Multicultural Matters, Ltd. 1984.

Tchudi, S. (1991). Planning and assessing the curriculum in English language arts. Alexandria, VA: Book Press, Inc.

Wheeling Community Consolidated School District 21. (1993). 1994 School Report Card. Wheeling, IL: Author

Workman B. (1992). Teaching and teaching writing in the American school. In A. M. Lesgold & F. Reif (Eds.) Computers in education realizing the potential (pp. 173-187). Pennsylvania: U.S. Department of Education.

Vockell, E. (1987). The computer and academic learning time. Clearing House. 72-75

Zemelman, Steven. & Daniels, Harvey. (1988). A Community of Writers. Portsmouth, NH: Heinemann

Appendices

Appendix A

Pretest and Posttest prompt

Expository Writing Assignment

Think about all the people you know and pick one who you would like to be. Explain why you would like to be this person. This person could be one you know personally, or one that you know through reading, or studying about him or her.

Writing Assignment

Write a paper using the following guidelines:

- Choose a real person from present or past times.
- Identify the person.
- Give details about why you did choose this person
- Do not use an imaginary person

Check Points to Remember

- Take some time to plan your paper on scratch paper.
- Organize your ideas carefully. Remember what you know about paragraphs.
- Use language and information appropriate for the teachers who will read the paper.
- Check that you have correct sentences, punctuation, and spelling.

Appendix B

Teacher Observation Checklist

Name:

Writing Checklist

Key:	
+	skill mastered
*	evidence of skill
-	skill not attained
NA	non applicable

Surface features:	Score	Comments
Spelling		
Capitalization		
Punctuation		

Inner Layers:		
Ideas in logical order		
Proper sentence structure		
Support statements have detail		
Equal detail in each paragraph		
Evidence of self-editing		
Main idea carried through		
Closing paragraph		

Creativity:		
Well chose verbs		
Use of "empty words		
Transition words are used		
Exhibits pride in ownership of writing		

Adapted from Gregory,C. (1994). The Tool You Need for Assessing Writing. Instructor. (104) 4, 52-53

Appendix C

Illinois Goal Assessment Program Scoring Scale

FEATURES	Absent 1	Developing 2	Developing 3	Developed 4	Fully Developed 5	Fully Developed 6
FOCUS Degree to which main idea/theme or point of view is clear and maintained.	Absent; unclear; insufficient writing to ascertain maintenance	Attempted; subject unclear or confusing; main point unclear or shifts; resembles brainstorming; insufficient writing to sustain issue	Subject clear; position is not; "underpromises, overdelivers"; "overpromises, underdelivers"; unfin; two or more positions without unifying statement; abrupt ending	Bare bones; position clear; main point(s) clear and maintained; prompt dependent; launch into support w/o preview	Position announced; points generally previewed; has a closing	All main points are specified and maintained; effective closing; resolves/ event clear, importance/ significance stated or inferred
SUPPORT Degree to which main point/elements are elaborated and/or explained by specific evidence and detailed reasons.	No support; insufficient writing	Support attempted; ambiguous/ confusing; unrelated list; insufficient writing	Some points elaborated; most general/some questionable; may be a list of related specifics; sufficiency?	Some second-order elaboration; some are general; sufficiency ok-not much depth	Most points elaborated by second-order or more	All major points elaborated with specific second-order support; balanced/ evenness
ORGANIZATION Degree to which logical flow of ideas and text plan are clear and connected.	No plan; insufficient writing to ascertain maintenance	Attempted; plan can be inferred; no evidence of paragraphing; confusion prevails; insufficient writing	Plan noticeable; inappropriate paragraphing; major digressions; sufficiency?	Plan is evident; minor digressions; some cohesion and coherence from relating to topic	Plan is clear; most points logically connected; coherence and cohesion demonstrated; most points appropriately paragraphed	All points logically connected and signaled with transitions and/or other cohesive devices; all appropriately paragraphed; no digressions
CONVENTIONS Use of conventions of standard English.*	Many errors, cannot read, problems with sentence construction; insufficient writing to ascertain maintenance	Many major errors; confusion; insufficient writing	Some major errors, many minor; sentence construction below mastery	Minimally developed; few major errors, some minor, but meaning unimpaired; mastery of sentence construction	A few minor errors, but no more than one major error	No major errors, few or no minor errors
INTEGRATION Evaluation of the paper based on a global judgment of how effectively the paper as a whole uses basic features to address the assignment.	Barely deals with topic; does not present most or all features; insufficient writing	Attempts to address assignment; some confusion or disjointedness; insufficient writing	Partially developed; some or one feature not developed, but all present; reader inference required	Only the essentials present; paper is simple, informative, and clear	Developed paper; each feature evident, but not all equally developed	Fully developed paper; all features evident and equally well developed

* Usage, sentence construction, spelling, punctuation/capitalization, paragraph format.

** For complete scoring rubric see *Write On, Illinois!*, a publication of the Illinois State Board of Education.

BEST COPY AVAILABLE

Appendix D

Writing Survey

Name:
Date:

1. Are you a writer?
   (If your answer is yes, answer question 2a. If your answer is NO, answer 2b.)

2a. How did you learn to write?

2b. How do people learn to write?

3. Why do people write?

4. What do you think a good writer needs to do in order to write well?

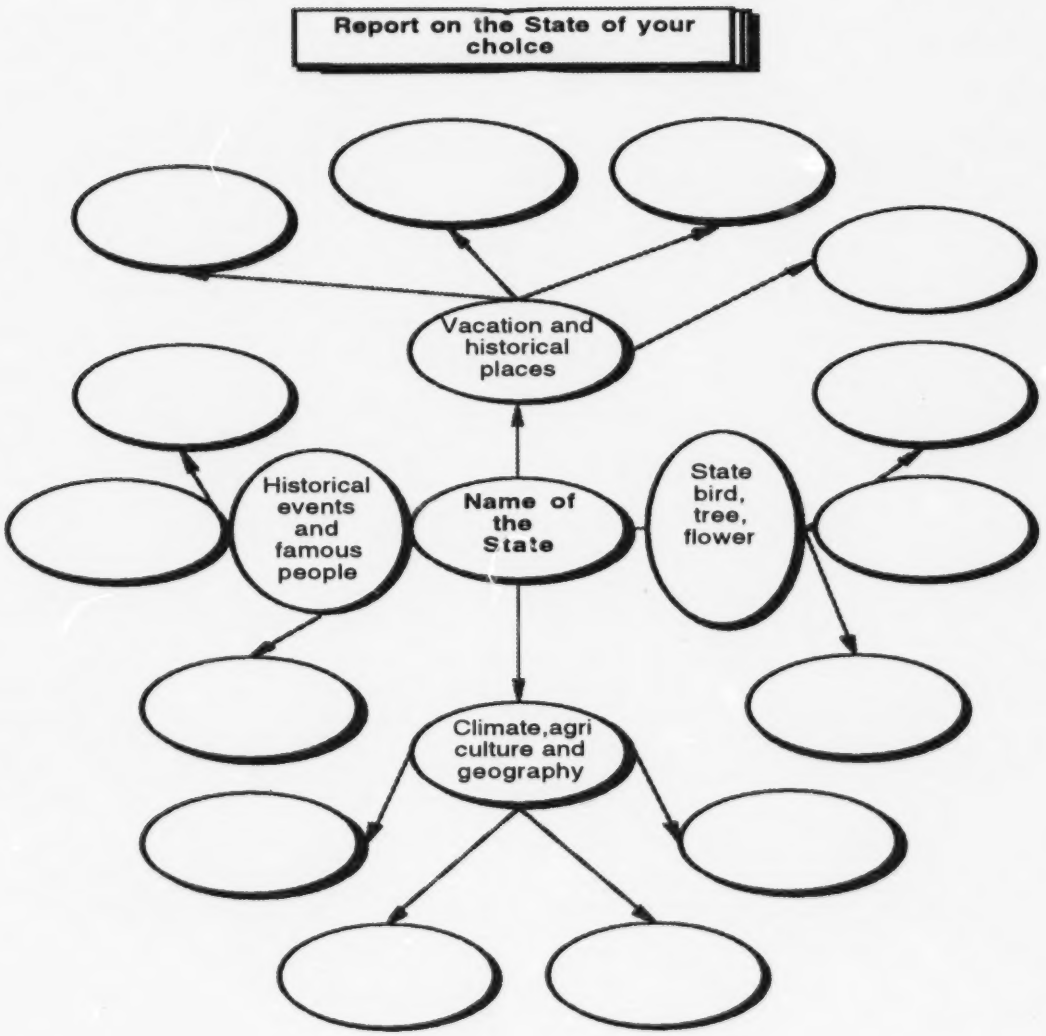
5. How does your teacher decide which pieces of writing are the good ones?

6. In general, how do you feel about what you write?

Survey adapted from, Atwell. N. (1987). In the middle: Writing, reading, and learning with adolescents. Upper Montclaire, NJ: Boynton, Cook

Appendix E

Graphic Organizer


Report on the State of your choice
Vacation and historical places
Historical events and famous people
Name of the State
State bird, tree, flower
Climate,agri culture and geography

Appendix F

State Facts

Pick any state and find the following information:

My state's name is _____

The state flower is _____

The state bird is _____

The state tree is _____

The area is _____ square miles.

The population is _____

Some natural resources are _____

_____

_____

_____

Some products are _____

_____

_____

_____

This state touches the following states:

_____

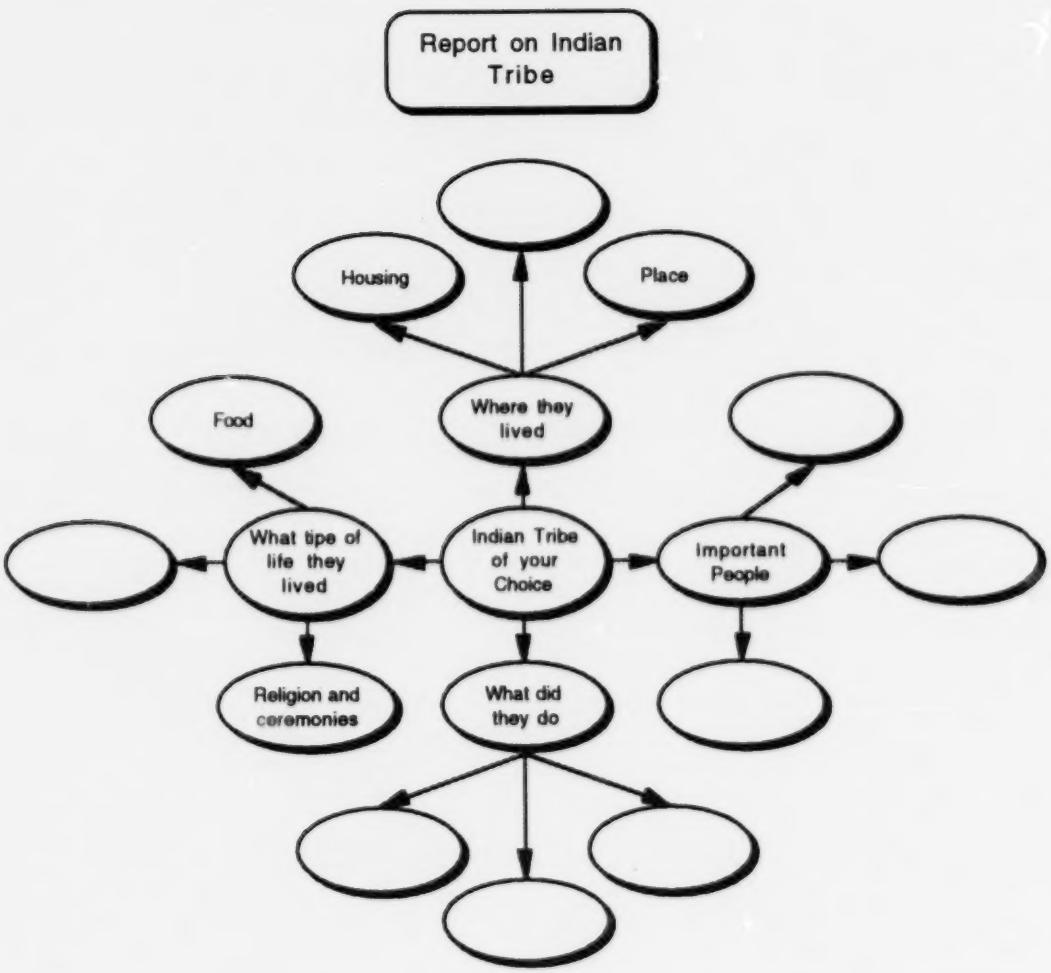
_____

_____

_____

Appendix G

Graphic Organizer



Appendix H

Information on Indian Tribe

Research Page

1. Write the name of the American Indian tribe you have chosen here.

_____

2. Where did the tribe live? _____
3. What type of homes did they have? _____
4. What types of crafts did they make? _____

_____

5. What foods did they eat? _____

_____

6. What type of life did they live? _____

_____

_____

_____

7. Name a famous person from this tribe. _____
8. What is important about this person? _____

_____

_____

_____

9. What do you like most about this tribe? _____

_____

_____

_____

_____

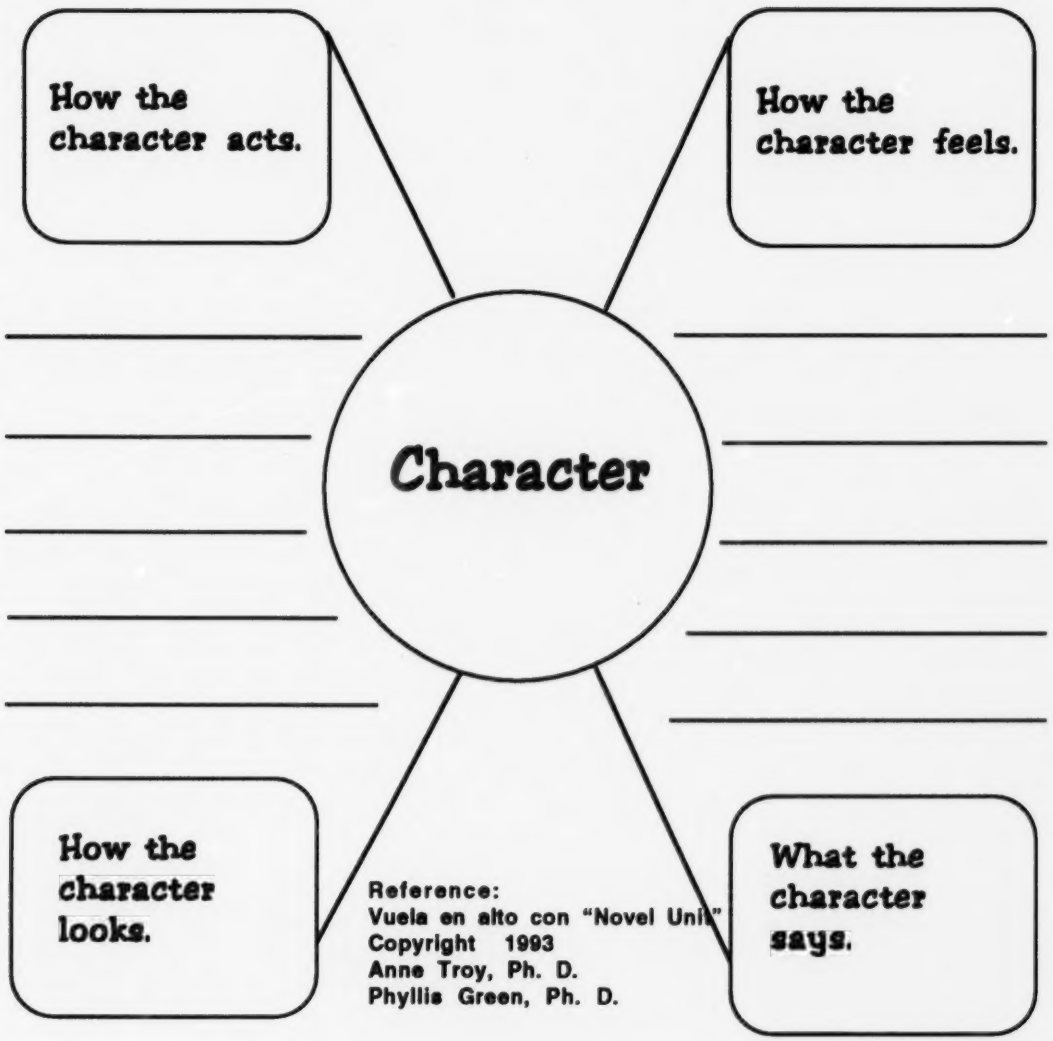
10. On a separate piece of paper draw a picture of a member of the tribe in native costume or a picture of their Indian village.

"TEACHER'S FRIEND" © 92 SEPTEMBER

BEST COPY AVAILABLE

Appendix I

Character Study



Reference:
Vuela en alto con "Novel Units"
Copyright 1993
Anne Troy, Ph. D.
Phyllis Green, Ph. D.

Predictions

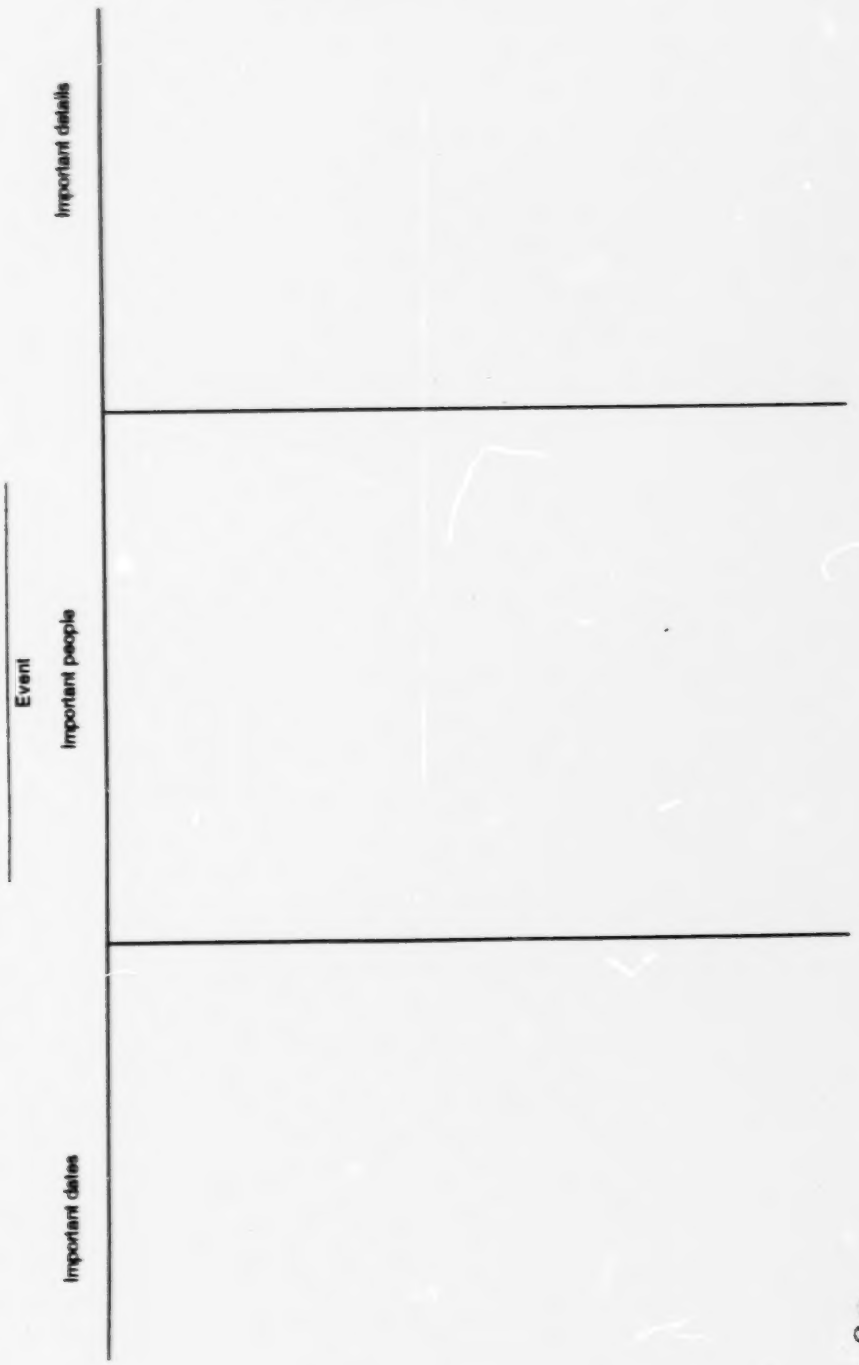
What characters have we met so far?	What is the conflict?	What's your prediction?	Why did you make this prediction?

Reference:

Vuela en alto con "Novel Unit"
copyright 1993
Anne Troy, Ph. D.
Phyllis Green, Ph. D.

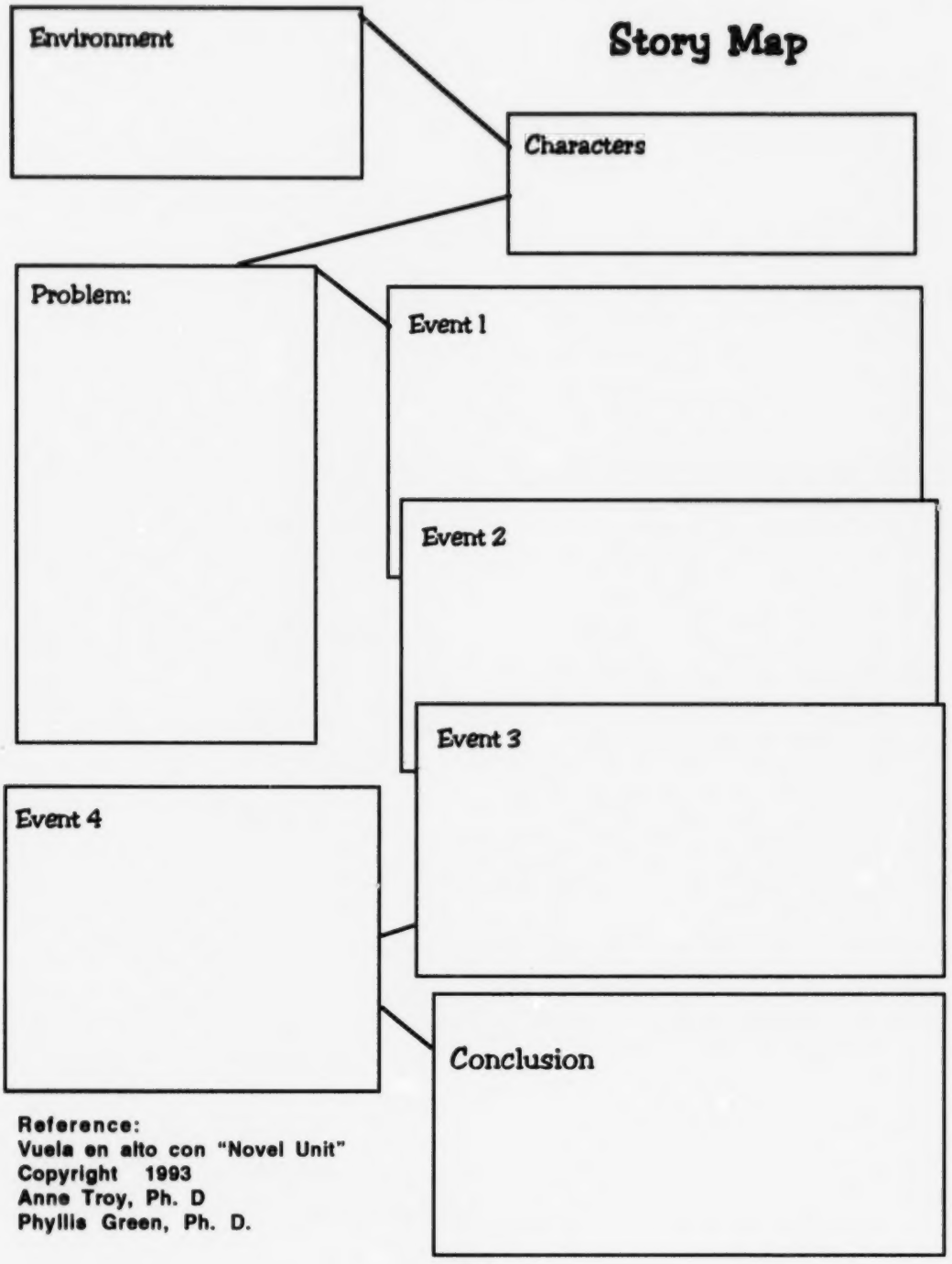
Appendix K

Note Taking



Appendix L

Sequence of Events

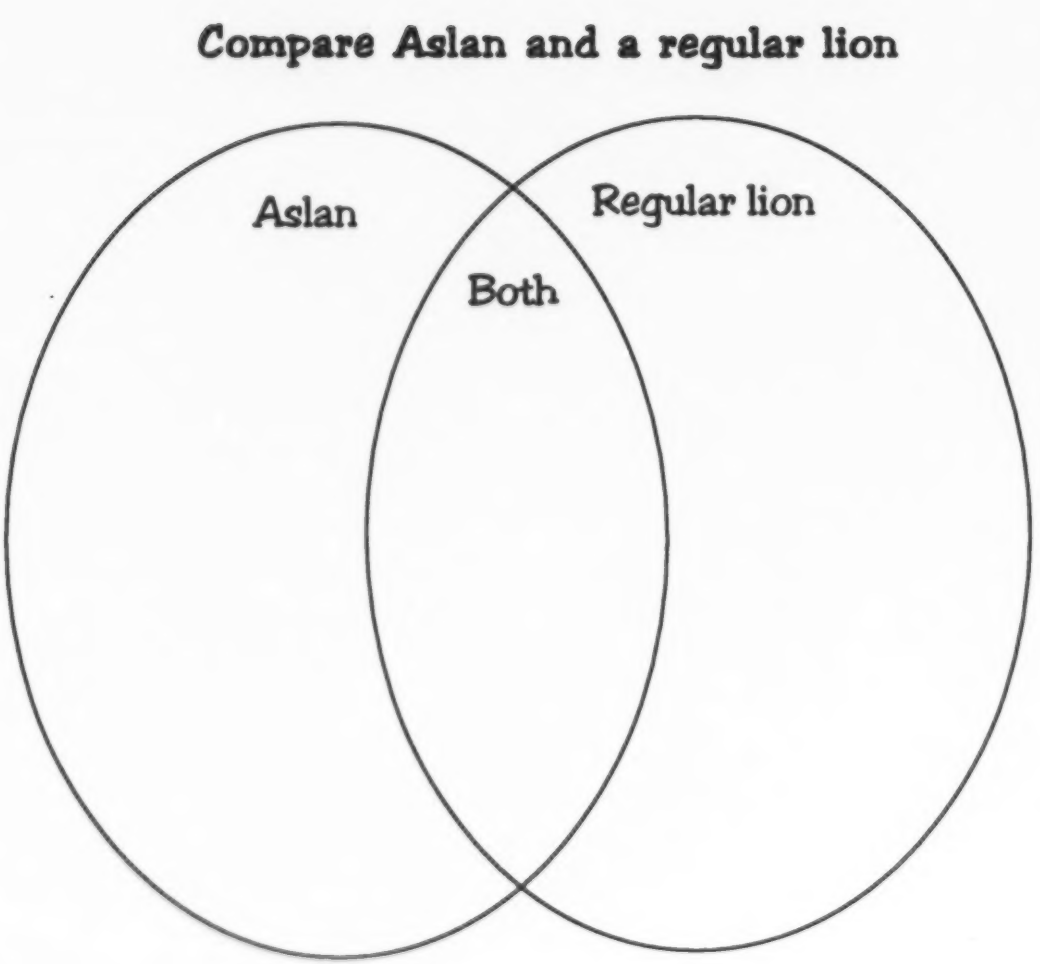


Reference:
Vuela en alto con "Novel Unit"
Copyright 1993
Anne Troy, Ph. D
Phyllis Green, Ph. D.

59

Appendix M

Similarities and Differences



Reference:
Vuela en alto con "Novel Unit"
Copyright 1993
Anne Troy, Ph. D.
Phyllis Green, Ph. D.

Appendix N

Pretest and Posttest checklist tally

Key:

+	skill mastered
*	evidence of skill
-	skill not attained
NA	non applicable

Pretest

STUDENTS	SURFACE FEATURES			INNER LAYERS						
	spell./cap./punt.			order/	sentences/support/details/self				edit/focus	closing
# 1	*	-	-	-	-	-	-	-	*	NA
# 2	-	-	-	-	-	NA	NA	-	-	NA
# 3	-	*	-	*	-	-	-	*	*	NA
# 4	*	-	*	*	-	NA	NA	-	NA	NA
# 5	*	*	*	-	-	-	-	*	-	-
# 6	-	-	-	-	-	-	NA	*	-	-
# 7	-	-	-	-	-	-	NA	-	*	NA
# 8	-	*	*	-	-	-	NA	*	*	NA

Posttest

STUDENTS	SURFACE FEATURES			INNER LAYERS						
	spell./cap./punt.			order/sentences/support/details/self					edit/focus	closing
# 1	*	*	*	+	*	*	*	+	+	*
# 2	*	*	-	*	*	-	-	*	*	*
# 3	*	*	*	+	*	-	*	*	+	-
# 4	*	*	*	*	*	*	*	NA	*	-
# 5	+	*	*	*	-	*	*	*	*	*
# 6	Student was transferred *									
# 7	*	*	*	*	*	*	*	*	+	+
# 8	*	+	*	*	*	*	-	*	+	*

* Numbers were reassigned on the Posttest because one of the students moved.

Key:

+	**skill mastered**
*	**evidence of skill**
-	**skill not attained**
NA	**non applicable**

Pretest

STUDENTS	CREATIVITY			
	verbs/empty		words/transitions/pride	
# 1	-	-	NA	NA
# 2	-	-	NA	NA
# 3	-	-	-	NA
# 4	-	-	NA	-
# 5	-	-	NA	NA
# 6	-	NA	NA	NA
# 7	-	-	NA	NA
# 8	-	-	-	NA

Posttest

STUDENTS	CREATIVITY			
	verbs/empty		words/transitions/pride	
# 1	*	-	-	*
# 2	-	*	-	-
# 3	*	*	-	*
# 4	-	*	-	*
# 5	*	*	+	*
# 6	Student was transferred			*
# 7	-	*	*	*
# 8	*	*	*	*

* Numbers were reassigned on the Posttest because one of the students moved.